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ABSTRACT

Nutrition Education Today is a state-funded curriculum project that addresses the behavioral aspects of nutrition as well as the nutritional knowledge of secondary school students in California. The curriculum design for the Nutrition Education Today project is a result of the efforts of a statewide task force of specialists in the area of nutrition. This publication provides the generalizations on which teaching modules on nutrition and food use are currently being developed and field tested by consumer and homemaking education instructors from six high schools and one continuation high school in California. Upon validation, these teaching modules will be published and disseminated. The generalizations are broad summary statements that can serve as a stimulus to ideas. The curriculum topic areas are: (1) food habits and choices; (2) consumer competencies; (3) physical fitness and food; (4) nutrition and life processes; and (5) careers in foods and nutrition. A section is included listing food use resource materials and suggested resources for information on nutrition. (JD)

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Nutrition Education Today

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A Curriculum Design for Nutritional Knowledge and Food Use in California's Public Secondary Schools

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles, Superintendent of Public Instruction
Sacramento, 1981

SP 019 588

Nutrition Education Today

A Curriculum Development Project
Coordinated by
The Fresno Unified School District
In cooperation with
The Home Economics Education Programs
CALIFORNIA STATE DEPARTMENT OF EDUCATION

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A list of other publications available from the Department can be found on page 36 of this publication.

Preface

Nutrition education has long been recognized by home economists and other educators as a necessary component of education for students and adults alike. As food technology increases and life styles change, it becomes increasingly difficult to make food choices that provide optimum levels of nutrition. A great amount of information about nutrition exists, and instruction in nutrition has been taking place for a long time; however, teenage nutritional status continues to be the lowest in the nation. For this reason, the Home Economics Education Programs staff of the California State Department of Education developed a curriculum project in Nutritional Knowledge and Food Use to address the behavioral aspects of nutrition as well as nutritional knowledge. The mandate and funding for this project was provided through the Education Amendments of 1976, Public Law 94-482, Subpart 5, Consumer and Homemaking Education.

The curriculum design for the Nutrition Education Today project is a result of the efforts of a statewide task force of specialists in the area of nutrition, representing all sectors of the population. This publication provides the basis on which teaching modules in nutritional knowledge and food use are currently being developed and field tested by consumer and homemaking education instructors from six high schools and one continuation high school in California. Upon validation, these teaching modules will be published and disseminated.

It is hoped that through this project, nutritional health will be improved for students in California's public schools.

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Curriculum Development

The Nutrition Education Today curriculum project is being implemented in three phases: (1) program development; (2) curriculum writing, field testing, and validation; and (3) statewide dissemination. Coordinator for the project is Janice Klemm, Fresno Unified School District. M. Catherine Welsh, Program Manager, Home Economics Education, California State Department of Education, serves as the state monitor of the project. Funds are provided by Subpart 5, Consumer and Homemaking Education, of the Vocational Education Amendments of 1976, Public Law 94-482. The development and implementation of the Nutrition Education Today curriculum project are illustrated in Figure 1.

The first phase of the project involved the developmental activities necessary for a statewide curriculum project: (1) research into what is presently being taught in nutritional knowledge and food use in consumer and homemaking education programs in California's public secondary schools; (2) selection of a statewide task force of persons with expertise in nutrition to give direction and assistance in developing the curriculum design; (3) selection and in-service training of consumer and homemaking education instructors in seven cooperating model sites that represent California's diverse student population; and (4) publication and dissemination of the Nutrition Education Today curriculum design that will serve as a framework for the Nutrition Education Today instructional patterns.

Emphasis in the second phase of the project will be the development of teaching modules in nutritional knowledge and food use by participating model site personnel. Teaching modules will be field-tested and validated before inclusion in the Nutrition Education Today instructional patterns. These patterns will provide instructional objectives and teaching strategies in the following areas:

- Food habits and choices
- Consumer competencies
- Physical fitness and food
- Nutrition and life processes
- Careers in foods and nutrition

The third phase will consist of the statewide dissemination of the developed curriculum. Dissemination will include activities such as workshops, clinics, and other professional development activities on the use of the curriculum materials.

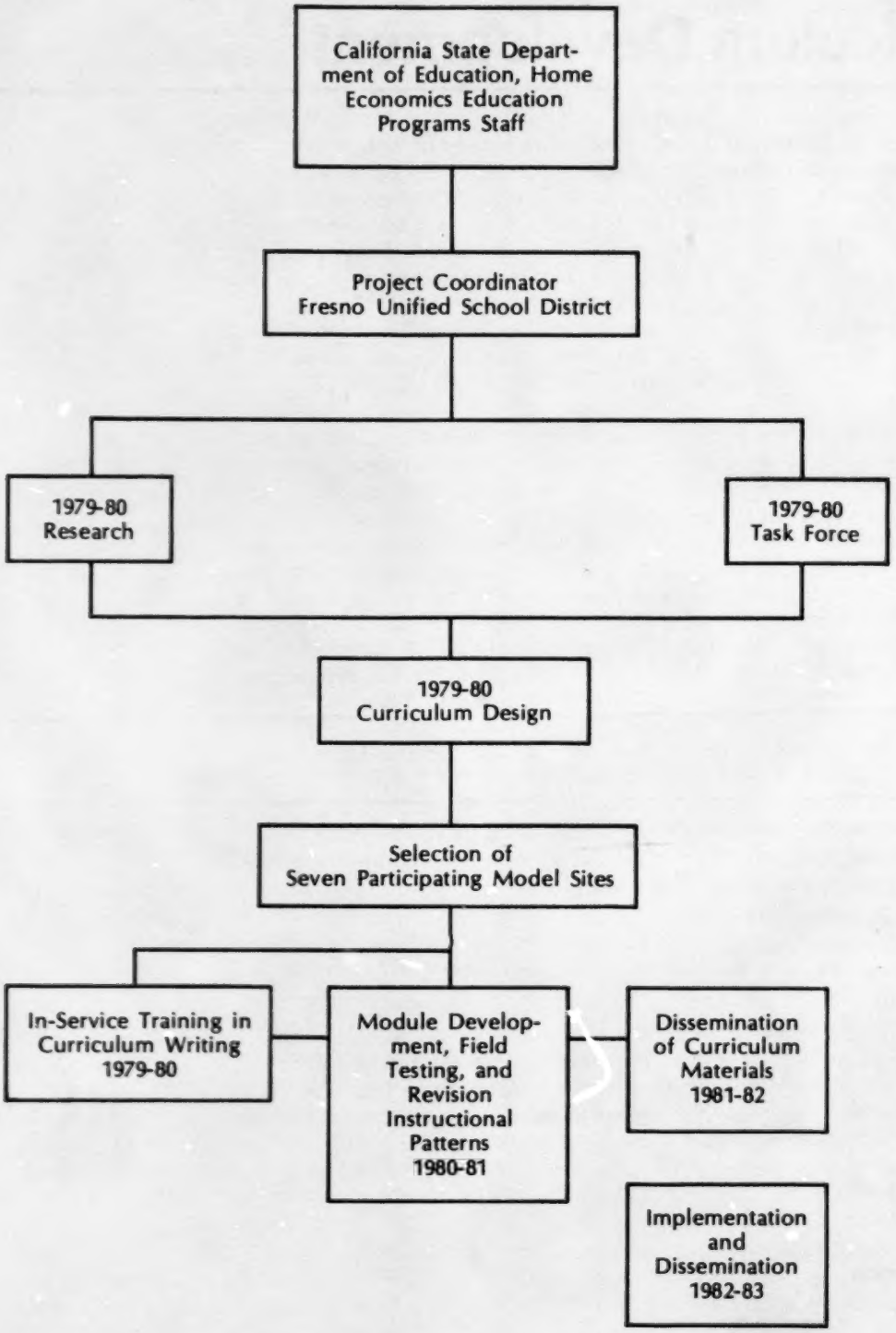
California State Department of Education, Home Economics Education Programs Staff
Project Coordinator Fresno Unified School District
1979-80 Research
1979-80 Task Force
1979-80 Curriculum Design
Selection of Seven Participating Model Sites
In-Service Training in Curriculum Writing 1979-80
Module Development, Field Testing, and Revision Instructional Patterns 1980-81
Dissemination of Curriculum Materials 1981-82
Implementation and Dissemination 1982-83

Figure 1. Summary of personnel and timelines for the Nutrition Education Today curriculum project

Curriculum Design

Information about nutritional knowledge and food use is especially important for young people in their adolescent years. Physically, the teenager is growing at a rapid and accelerated rate. In addition to increased physiological growth, the adolescent experiences other neurological and glandular changes that place extra demands on his or her body. The most prevalent health problems among adolescents today are anemia, obesity, and tooth decay—all of which are nutrition-related diseases.

In the United States the nutritional status of teenagers is the poorest of all age groups. For a variety of reasons, adolescent girls statistically have poorer nutritional status than do adolescent boys. The socioeconomic status of teenagers also affects their nutritional health. Studies indicate that adolescents from lower socioeconomic groups have a greater number of nutritional deficiencies than do teenagers from higher socioeconomic groups.

Adolescents also are experiencing vast social changes. Increased independence and more time spent away from home create changes in eating habits, such as increased incidences of snacking, eating convenience foods, and skipping meals. Preoccupation with body image also makes the adolescent more susceptible to fads and nontraditional diets.

Instructors of consumer and homemaking education programs and others in the field of education long have recognized the need for improved and expanded nutritional information for this age group. In the past nutritional concepts have been taught, but teenagers as a group continue to have a disproportionate number of nutritionally related diseases. Why have not greater gains been made to improve the nutritional status of this group? Some of the reasons are the following:

- Meaningful nutritional information has not reached the adolescent.
- Nutritional information has been presented at a time when students are not able to change their eating patterns.
- The curriculum as developed does not take into consideration the needs, interests, and learning levels of students.
- Factors of culture, ethnic background, family economics, and attitudes as they relate to foods are not taken into consideration in the curriculum.

Because of the identified needs of adolescents and as required by Subpart 5, Consumer and Homemaking Education, of Public Law 94-482, the Department of Education has initiated a curriculum development project in nutritional knowledge and food use entitled Nutrition Education Today.

The curriculum developed as a result of the project should improve and expand instruction in nutrition for students in California's secondary schools. Emphasis will be given to the psychological and biological aspects of nutrition. Factors of culture, ethnic background, family economics, and individual attitudes regarding food will be included throughout the curriculum.

The curriculum design contains the generalizations derived from input of a statewide task force of persons with expertise in nutrition. The generalizations included in this publication should serve as a basis for development of teaching modules by consumer and homemaking

education instructors at the seven cooperating model sites throughout California. The teaching modules will be included in the Nutrition Education Today instructional patterns to be published in the fall of 1981. The teaching modules developed as a result of the Nutrition Education Today curriculum project should be of interest to adolescents, and the identified needs of this age group should be addressed.

Generalizations

Generalizations are broad summary statements that together can serve as a stimulus to ideas and can provide a core from which a curriculum may be developed. The generalizations included in this publication are a result of the efforts of the Nutrition Education Today task force members, all of whom are recognized specialists in fields related to nutrition.

The curriculum design includes generalizations that are organized into five topic areas of knowledge about nutrition and food use. These topic areas are as follows:

- Food habits and choices
- Consumer competencies
- Physical fitness and food
- Nutrition and life processes
- Careers in foods and nutrition

Resource Materials

This guide includes information about many resource materials related to nutrition and food use. Resources developed prior to 1970 were included only if they were considered to have made major contributions that have not been duplicated. Prices of materials were not included, as they are subject to frequent change. Addresses that are not included may be obtained from school librarians, district purchasing agents, or vendors. A list of federal, state, and county agencies that provide materials to educators also is included.

Food Habits and Choices

People throughout the world have diverse food habits and choices. A person's choice of food is limited by geographical location, but beyond that limitation, various other factors determine what foods are eaten by an individual. Personal, cultural, and societal factors all play a part in selecting food and in determining what is an acceptable food for consumption. Economics also determines what foods are eaten by individuals and the members of a particular society.

In the United States, food habits are in a continual state of change. Sociologists have stated that people's tastes for foods change slowly. This is no longer true in the more developed countries. Food technology has made it possible to purchase an ever-widening array of food products in a variety of forms.

Because food habits and choices determine the nutritional status of an individual, factors that influence food choices need to be understood. Persons concerned with nutrition education should understand that an individual's diet is ultimately related to both the nature of the society in which he or she lives and to that individual's personal experiences with food.

Food Ways

Developed food patterns affect nutritional status.

The food patterns that different individuals develop have an important effect on their nutritional status.

What people eat is influenced not only by their food habits but also by complex and varied factors.

The use of food is first to satisfy hunger and secondly to satisfy biological and psychological needs.

Food can be chosen to fulfill physiological needs and, at the same time, to satisfy social, cultural, and psychological wants.

Discovering food-related values and considering the implications of these values can influence future food choices.

Social and cultural values influence food attitudes.

Cultural groups may have distinctive ethnic food patterns.

A culture may consider food in a number of ways: to satisfy hunger, to improve nutrition, to enjoy social pleasures, or to participate in religious communion.

Cultural factors determine not only the kinds of foods eaten but also the number of meals eaten in a day and the methods of eating.

Many cultures have taboos linked to superstitions about certain foods.

Emotion-ladened foods may be eaten or avoided during times of personal stress.

Some foods are thought to have medicinal values.

Food Ways—Continued

Religious dietary laws and customs may influence the choices of food.

Subcultural food patterns exist. Not everyone in a culture or ethnic group eats exactly alike.

Individual differences exist in food choices. Each individual may have a unique pattern of behavior concerning food.

Food often is used to celebrate a particular religious event.

Holidays often influence food choices of groups or individuals.

Food may take on special meanings such as holiday foods and foods for special occasions.

Food characteristics—taste, color, texture, aroma, appearance, flavor, and serving style—are influenced by cultural and psychological factors.

Sensitivity to the basic taste sensations varies from person to person.

Availability of food exerts a fundamental influence on food patterns.

Food availability depends on agricultural factors, technology, seasonability, climate, food transportation and delivery, and the physical environment of the region.

Food producers, processors, and retailers usually provide only food items that are economically profitable.

The amount of money one has to spend affects food habits and choices.

What people eat is often influenced by economics. Increased food prices affect the food-purchasing power of individuals and families.

A larger percentage of the income of low-income families is used for food purchases.

On the average, persons with higher incomes spend a much smaller percentage of their incomes on food than do persons with lower incomes.

City dwellers have less of an opportunity to produce a portion of their necessary food supply than do rural citizens.

The goal of most government feeding programs is to improve the nutritional status of the poor.

Food Habits

Individuals within a society develop unique food habits.

Food habits determine nutrient intake; therefore, factors that influence food behavior need to be understood.

Food may be used as an emotional weapon or crutch.

Food habits may have emotional connotations that are not always immediately apparent.

Food may be used to express creativity or to assuage boredom or loneliness.

Food Habits—Continued

Food habits assist in achieving security, comfort, status, and pleasure.

Food habits are not changed easily.

Nutrition education can influence food attitudes and habits.

Variations in a person's environment—physical, psychological, educational, or physiological—can motivate changes in food habits.

Life is in a constant state of change, and change can affect eating habits.

Current eating practices in the United States reflect physical, economical, social, technological, political, and ideological aspects of the American culture.

Americans are traveling more and coming in contact with new and different foods.

Life-styles and daily schedules of families and individuals influence food choices and patterns.

Food plays an important part in the psychological and physical health of families.

In different families food has varying degrees of importance.

Peers influence attitudes toward food.

Certain foods are regarded as status symbols, and cost is most often used in rating the status of a food.

Novelty, difficulty in acquisition, and an exotic nature can increase the prestige of a food.

Fads and prejudices affect eating habits of individuals and groups.

An increasingly informal life-style has altered family meal patterns.

The number of meals eaten away from home continues to increase each year.

The number of family meals purchased at fast food outlets has increased significantly over the past decade.

Most meals purchased from fast food outlets are sufficiently high in protein but may be lacking in other essential nutrients.

Fast food meals may be high in saturated fat, salt, and sugar.

In terms of calories, fast food meals may be on the high side for some individuals, especially if two other substantial meals are eaten the same day.

Piecemeal eating or snacking is a fairly recent trend in the American eating pattern.

Nutritional snacks can be substituted for a meal.

Snacks can be selected from a variety of foods and may add or detract from the nutritional value of the total diet.

Food Habits—Continued

Snacks contribute to poor nutrition if they are not selected wisely.

Excessive snacking on high-calorie foods contributes to a person's overweight condition.

"Empty" calorie snacks provide primarily calories but few nutrients; for example, candy, colas, and potato chips.

Snacks that contribute energy and nutrients are preferable to "empty" calorie snacks; for example, peanut butter on crackers, fresh vegetables, or juice bars.

Availability of a wide selection of nutritious and appealing snack foods will encourage consumption of these foods.

Children's in-between meal hunger can be satisfied with a snack.

Skipping meals can lead to poor nutrition.

The most often cited reasons for skipping meals are busy schedules, poor appetite, and attempts at dieting.

Skipping meals is not a successful means of achieving long-term loss of weight.

Individuals who skip meals may impair their immediate mental and physical performance.

Meal skipping may be advised under certain medical conditions; for example, before surgery, lab tests, and so on.

Health values associated with certain foods influence food choices.

New knowledge of the relationship between diet and disease suggests a decrease in consumption of sugar, salt, and fat.

Food advertising provides information about new products on the market.

People are influenced by mass media advertising. Television, radio, newspapers, and advertisements have a great influence on a person's choice of food.

Food advertising may appeal to one's tastes, emotions, economic status, or health.

The purpose of food advertising is to persuade consumers to purchase specific products.

Consumer Competencies

Consumer skills such as price comparison and label reading are necessary in order to get the most nutrition for the money spent. However, to be a truly proficient consumer requires an understanding of politics, laws, and economics as they relate to food and nutrition. The handling of food while it is being grown, processed, stored, and prepared influences the nutritional value of food as well as its safety, appearance, taste, and cost.

Government and the food industry must be encouraged to establish policies and procedures that best meet the needs of people. Consumers have the right to be able to purchase wholesome foods at a reasonable price. Consumers have the right to know whether ingredients are safe and fresh and to know the cost. Consumers also should have choice and variety in the selection of foods. These rights will become a reality only if consumers express their feelings and exercise sound consumer practices.

Food Planning

Good nutrition requires diet planning.

To achieve good nutrition, the consumer must learn to plan a balanced diet.

Adhering to a planned eating pattern that includes a variety of foods is the easiest way to achieve good nutrition.

An individual can adopt an eating pattern that fits in with his or her personal life-style.

To maintain good health, one should plan a balanced diet.

Nutritional requirements, food budget, kitchen equipment, time, energy, and cooking skill must be taken into account when meals are being planned.

A person's age, activity level, health, and food preference must be considered in meal planning.

The number of people at a meal has an effect on the way food is prepared and served.

If snacks are an important part of a person's eating pattern, they should be included in meal planning.

Meals should be appealing as well as nutritious. Variety in color, texture, size and shape, flavor, and temperature makes meals more enjoyable.

The caloric values of foods should be taken into consideration when meals and snacks are being planned.

Family likes, dislikes, customs, and nutritional needs must be considered in meal planning.

Special diets usually are prescribed by physicians or dietitians as part of the treatment for illness or as an attempt to meet one's nutritional needs during illness.

Food Buying

Wise food buying begins with a budget.

Individuals with a limited food budget will need to plan carefully to meet their nutritional needs.

The preparation of a shopping list can mean savings in time and money.

The amount of time available and food-preparation skills may influence types of food purchased at the market.

Where to purchase food is an important consideration for the consumer.

The number of people to be fed and their nutritional needs influence food purchases.

The consumer who compares the quality and price of products should obtain the best buy.

Newspapers, television, and radio are sources of information about weekly food specials.

The number of meals to be consumed away from home affects buying patterns.

Unit pricing can assist consumers in making more informed choices.

Quality and grade of food purchased should be determined by the planned use of food.

The federal government has established standard grade ratings for poultry, meat products, and selected canned goods.

The consumer should check for decay and deterioration when buying fresh fruits and vegetables.

Package labels identify the product and provide information about that product.

Some information printed on a food label is required by law; other information is voluntary.

Usually the law requires a listing of all ingredients in a product.

Ingredients must be listed in descending order of amount by weight starting with the largest amount.

Buying products that have private labels or generic labels may result in savings.

Nutrition labeling provides nutrient information about the food and is required.

Products that are fortified or that make nutritional claims in advertising or on the label must have the nutritional values listed on the label.

Date labeling on perishable items allows for reasonable storage time in the home after the date indicated on the product.

Coupons that offer reduced prices for products can mean savings to the consumer.

Food Storing

Proper storage of food protects nutrients and prevents premature spoilage.

The method of storage depends both on the product and its intended use.

Many foods can be stored in the original containers.

The storage life of a product influences the quantity purchased.

Food quality is affected by the location of storage.

The length of storage time is dependent on the product to be stored and the temperature.

Temperature, humidity, and oxygen are factors in determining length of storage of food items.

Foods such as meat, fruit, and vegetables need special handling in the supermarket and in the home.

Many types of wrapping materials and containers are available for packaging foods for storage.

Food Handling and Preparation

Food that is prepared incorrectly may cause illness.

Serious illnesses can result from the incorrect handling and preparing of food.

The way food is handled and prepared influences the nutrient value as well as its taste, appearance, safety, and cost.

When shopping, one should purchase perishable foods last.

Meats, poultry, and fish should be stored in the coldest area of the refrigerator.

Canned goods that are damaged should be carefully examined before they are purchased or used.

Swollen canned goods should not be purchased.

Canned goods that are dented at the seam or cap should not be purchased or used.

When one has any doubt about the safety of a food, the wisest procedure is to discard it.

Careless handling of appliances or utensils can be dangerous; adherence to safety rules will prevent accidents.

If an open cut or scratch comes in contact with food, contamination of the food can result.

The person who is cooking should use a clean utensil each time food is tasted.

The possible contamination of food can be lessened by washing hands before handling foods.

Food Handling and Preparation—Continued

To prevent food poisoning, one should keep food clean and keep hot foods hot and cold foods cold.

Acidic foods do not allow the growth of harmful microorganisms (e.g., pickles and tomatoes). Some examples of foods that support growth of harmful microorganisms are meat, fish, poultry, dairy products, and vegetables.

Bacteria, when allowed to multiply, can cause illness.

Bacterial growth in food is promoted by warmth and moisture.

Preparing foods that are flavorful, nutritious, and economical requires a number of skills.

Food preparation skills include the ability to do the following:

1. Select recipes, and follow recipe directions.
2. Select correct ingredients.
3. Select correct equipment for each task.
4. Use correct techniques for measuring, mixing, and cooking.
5. Maximize nutrient retention by correct handling.
6. Serve food at the correct time and temperature.

Nutrition Resources

Many resources are available to consumers.

Many resources are available to consumers who wish to have reliable information regarding nutrition and food use. Some of these resources are listed here.

Federal Government

U.S. Department of Agriculture, Food and Drug Administration, Cooperative Extension
U.S. Department of Health and Human Services
- Health Services and Mental Health Administration
- Maternal and Child Health Services
- Office of Child Development
- Public Health Services

California State Government

Department of Aging
Department of Consumer Affairs
Department of Education
- Office of Child Nutrition Services
- Health Programs Unit
- Home Economics Education Unit
- Office of Child Development
- Office of Special Education

Department of Food and Agriculture
- Division of Animal Industry
- Division of Inspection Services
- Division of Marketing Services
- Division of Measurement Standards
- Division of Plant Industry

Department of Health Services
- Maternal and Child Health Branch

Nutrition Resources—Continued

Child Health and Disability Prevention Branch
Preventive Medical Services Branch
Department of the Youth Authority

County Agencies

County health departments

Private Nonprofit Agencies

American Dental Association
American Diabetic Association
American Diatetic Association
American Home Economics Association
American Institute of Nutrition
American Medical Association
American Red Cross
American Public Health Association
American School Food Services Association
California Health Association
California Nutrition Council
The Children's Foundation
Food Advocates
Institute of Food Technologists
March of Dimes
National Nutrition Consortium
Nutrition Today Society
Society for Nutrition Education

Community Resources

Better Business Bureau
Chambers of commerce
Consumer councils
County nutrition councils
Hospitals and clinics
Libraries
Local nutrition programs
Universities and colleges
University of California Cooperative Extension
Public health nutritionists

Consumer Responsibilities

Consumers have the following basic rights:

- The right to information
- The right to food safety
- The right to choice
- The right to fair prices

Consumers should assume the responsibility to be informed and to support consumer education.

When rights are violated, consumer action can include a report to a store manager, the food processor, consumer agency, a government agency, or a lawyer, depending on the violation.

The informed consumer will find greater economic satisfaction in the marketplace.

Consumer Responsibilities—Continued

Complaints regarding sanitary conditions at a place that sells food should be reported to the local health department.

False and misleading advertising should be reported to the Federal Trade Commission (FTC).

Complaints regarding food products should be written and should clearly state all necessary information. The statement should include the name and address of the manufacturer, packer, or distributor; the code names and numbers on the package; and the location of purchase.

Food-Related Legislation

Numerous laws and agencies were created to protect the consumer.

Federal and state laws have established food protection agencies; e.g., the U.S. Department of Agriculture (USDA), the Food and Drug Administration (FDA), and local health departments.

Community nutrition programs exist in many government agencies and at many levels.

Most nutritional programs are funded by a combination of federal, state, and local monies.

Most nutrition programs of the federal government are sponsored or conducted by the U.S. Department of Health and Human Services (HHS) and the U.S. Department of Agriculture (USDA).

The federal government provides funding for a number of nutrition programs for mothers and children; e.g., school lunch programs, school breakfast programs, special supplemental food programs for women, infants, and children; Expanded Food and Nutrition Education Program (EFNEP); Early and Periodic Screening Diagnosis and Treatment (EPSDT); and Head Start.

The food stamp program increases the food purchasing power of low-income families.

The food stamp program is operated through state and local welfare offices.

The federal government provides a nutrition program for the elderly. This program offers low-cost meals combined with social and rehabilitation services.

Many private organizations seek to protect consumers on the national, state, and local levels; e.g., the Better Business Bureau, the Legal Aid Society, and consumer testing agencies.

Physical Fitness and Food

Physical fitness is a combination of nutrition, exercise, and rest and is a lifelong need for each individual. To ensure that each person has adequate levels of strength, suppleness, and stamina, care must be taken not to neglect any one of the elements of physical fitness. The food selected provides the nutrients to live, grow, and remain healthy. Food provides the energy needed for work and play. Physical fitness is not the means to an end; it enables each individual to make the best use of physical, mental, emotional, and social attributes and provides for maintenance of good health.

Exercise and Nutrition

Exercise, rest, and nutrition help maintain physical fitness.

Exercise, rest, and good nutrition help maintain and enhance physical fitness and improve work performance.

The athlete must monitor and adjust his or her diet to maintain body weight.

Energy intake must be in balance with energy expenditure to control body weight.

Energy expenditure varies with activities.

Energy cannot be destroyed or created. It can only be transformed; therefore, food energy taken in excess of body needs must be stored.

All energy sources are utilized to meet the needs of prolonged physical exercise.

The immediate source of energy for cellular functioning is a compound found in the body called adenosine triphosphate (ATP).

An energy source for muscle is glycogen, which is stored in limited amounts in the muscle and liver.

Energy is produced by the metabolizing of carbohydrates, fats, and protein.

Basal metabolism decreases with age.

Fewer calories are required for basal metabolism as one grows older.

Basal energy expenditures are influenced by body composition, size, and age.

Daily or routine exercise and a well-balanced diet can help control weight.

Physical exercise develops lean muscle mass.

Different types of physical activities require different amounts of energy.

Even when at rest, the body uses energy for basic body processes.

Adults who have not exercised regularly should seek medical guidance before undertaking athletic endeavors.

Nutrition and Athletics

Athletes may make special nutritional demands on their bodies.

There is no one diet for all athletes.

The diet should provide adequate amounts of all nutrients.

Athletes should be suspicious of "fad diets." A balanced diet provides adequate amounts of all nutrients, making dietary supplements unnecessary.

Food satisfies the body's needs for energy, new tissue and tissue repair, and chemical regulation of metabolic functions.

The body's need for food is provided for by specific chemicals in foods called nutrients.

The six classifications of nutrients are water, minerals, vitamins, proteins, fats, and carbohydrates.

The primary function of protein is growth and repair of tissues and production of energy.

High-quality protein is abundantly available to most Americans and is often consumed in excess of body needs.

A meatless diet can provide adequate nutrients for the athlete, if the diet is selected with care.

Adding milk, milk products, and eggs to a meatless diet will increase the chances of meeting the body's need for protein.

Carbohydrates provide an economical energy supply.

Through metabolic processes the body can produce carbohydrates from sugar, alcohol, and glycerol in fat.

If carbohydrate intake is very low, fats are not completely utilized, and protein is diverted from its essential role.

Carbohydrate or glycogen loading may slightly increase the storage of muscle glycogen for endurance activities.

Minerals are classified into two groups—those needed in large amounts and those needed in small amounts (trace elements and minerals).

Athletes do not need vitamins, proteins, or minerals in exceptional amounts.

Ingestion of unnecessary vitamin and protein supplements by athletes can endanger their health.

Salt replacement rarely is needed during athletic activities.

The average diet for Americans contains sufficient sodium to meet the needs of exercise.

The role of water in the regulation of body temperature is critical.

Consuming beverages that contain caffeine will cause the production of urine to increase, and some body water will be lost.

Water balance must be maintained to prevent dehydration.

Massive intake of food before athletic activities should be avoided.

Alcohol depresses the central nervous system and has a dehydrating effect on the body.

Alcoholic beverages supply calories but are not significant sources of any nutrients.

Increases in muscle tissue will result through use of hormones such as testosterone and synthetic anabolic agents in conjunction with vigorous conditioning programs and high caloric diet; however, the use of such hormones results in diminished testicular functions and can permanently damage reproductive tissue.

The use of testosterone or other anabolic steroids can stunt growth if used before growth is completed.

Weight Control

Self-perception will affect one's ability to control weight.

An individual's self-perception will affect his or her ability to control weight.

Achieving ideal weight can have a positive effect on the overall health and well-being of the individual.

Sudden and severe losses of body weight are both unhealthy and counterproductive and may result in poor health.

Pills, exercise gadgets, and weight-reducing devices cannot take the place of a sensible diet when weight loss is desired.

The ultimate goal of all weight reduction programs is to help individuals decrease caloric intake below energy requirements so that weight loss will result.

Weight loss is rarely steady and is not necessarily a reflection of immediate past performance with regard to eating and exercising habits.

A healthy weight loss goal is between one and three pounds a week.

To lose one pound of body weight, an individual must expend approximately 3,500 calories in excess of that taken into the body.

Weight loss can be achieved within the framework of a nutritionally balanced diet.

Diuretics and cathartics should not be used to effect weight loss.

An individual will not regain weight that has been lost if newly adopted habits become lifelong habits.

By changing one's habits regarding food shopping, food preparation, food consumption, and exercise, one can reduce weight.

Obesity is fostered by identifiable habits of food shopping, food storage, food preparation, food consumption, and exercise.

Weight Control—Continued

To change habits, a person must carefully plan an intervention strategy that includes the following steps: (1) identify habits that contribute to the weight problem; (2) set priorities with regard to habits that need to be changed; (3) set short-term achievable goals; (4) manage the environment to favor change; (5) enlist support from others; (6) use alternative responses to eating cues; and (7) reinforce newly adopted behavior with self-reward.

To gain one pound of body weight, one must usually consume an excess of approximately 3,500 calories.

If weight gain is to be in terms of muscle and not fat, training and conditioning should accompany high caloric intake.

Rest and Overall Health

Diet, exercise, and rest are interrelated.

Diet, exercise, and rest are interrelated. An imbalance on the part of any one of the three affects the others.

Fatigue brought on by inadequate rest may result in a loss of appetite.

To be physically fit, a person must obtain adequate rest.

Abuses—Alcohol and Drugs

Abuses to the body have nutritional consequences.

Alcohol may directly alter the level of nutrient intake through its effect on appetite, its displacement of food in the diet, or its effect on the gastrointestinal tract.

Alcoholics and others using alcohol as a substantial portion of their daily caloric intake are apt to become malnourished because alcohol calories replace more valuable food forms.

Alcoholic beverages are high in calories and are almost devoid of nutrients.

Alcohol provides no significant nutritive value and yet yields seven calories per gram.

Millions of adult Americans consume one-fourth of their daily intake of calories by consuming alcoholic beverages.

During competition an athlete should not consume alcoholic beverages.

Alcohol may cause birth defects.

Many agencies are available to help a person who has an alcohol problem.

Drug use by Americans for medicinal and social purposes has increased greatly.

Certain medications may produce nutritional deficiencies.

Amphetamines used to depress appetite may also interfere with the absorption of some nutrients.

Abuses—Alcohol and Drugs—Continued

Oral contraceptives may affect nutrient requirements.

Some drugs given prior to or during pregnancy may arrest or impair fetal growth.

Pregnant women should seek medical guidance before taking any drugs.

People on long-term and multiple drug regimens may suffer from a drug-induced nutritional deficiency.

Fads and Fallacies

Food fads usually are based on myths or unproven ideas.

One should view food fads in the light of past nutritional knowledge and the latest scientific research on food.

The best way to be able to judge facts and fallacies regarding food is to understand the body's needs and how the body utilizes food.

Fads are eating plans which are followed with zeal even though there is no scientifically proven nutritional basis for the plans.

Fads usually are based on myths or unproven ideas or facts taken out of context.

Fads are often promoted by people who are not trained in nutritional science or biology.

False expectations may be promoted through food fads.

Food fads may be harmful and usually are expensive.

Special diets can be important in the treatment of disease, but only a physician or registered dietitian is qualified to prescribe such a diet.

Nutrition and Life Processes

An understanding of human development, science, and the principles of nutrition is necessary to ensure that the basic nutritional needs of individuals are met. While nutritional needs of individuals are similar in nature, specific amounts of nutrients vary with age, sex, and activity levels. Food is made up of a variety of chemical substances that work together with body chemistry to provide the body's energy needs. An understanding of the special requirements of pregnancy, lactation, infancy, childhood, teen years, adulthood, and old age will help to ensure the best possible health and vitality of each stage of life.

Human Development and Nutrition

Nutritional balance is needed through the life cycle.

Eating habits that are adequate during one stage of life may not meet the special needs of another period of human development.

Basic nutrient requirements of individuals are similar, but these vary in required amounts with body size, age, sex, activity level, and state of health.

Fetal development is affected by the mother's diet prior to and during pregnancy.

Increased amounts of calories, protein, vitamins, and minerals are required during pregnancy.

Adolescent pregnancy presents both physical and psychological risks.

Human milk provides the infant with optimal nutrition as well as psychological benefits to the infant and mother.

Breast feeding has other advantages: it is inexpensive, it is readily available, and it allows the mother to lose fat accumulated during pregnancy.

Babies generally are not introduced to solid foods until they are between four to six months of age.

Home preparation of baby food should be done under strict sanitary conditions.

A parent's preferences and food habits are the strongest influence on a child's eating habits.

Parents should not yield to the pressures of uninformed persons when selecting foods for their children.

Eating patterns of adolescents often do not foster adequate nutrition.

Because of growth and development, nutritional needs of teenagers are greater than those of any other group with the exception of pregnant women and infants.

Factors that contribute to the poor eating patterns of teenagers are (1) establishment of identity; (2) life-style of snacking and dieting; and (3) peer pressure.

On the average, teenage boys consume more sugar than does any other group of individuals.

Malnutrition of the aged may aggravate aging and impair health.

A diet adequate in protein and calcium and a sustained program of physical exercise can help to prevent osteoporosis.

Some drugs taken by the elderly affect nutrient absorption and utilization.

Inability to get to the grocery store, insufficient money for food, and no one with whom to share meals all contribute to inadequate nutrition for the elderly.

Science of Nutrition

All the nutrients needed by the body are available through food.

Food is made up of different nutrients needed for growth and health.

No food by itself has all the nutrients needed for full growth and health.

Failure to consume adequate amounts of any essential nutrient with sufficient frequency will result in the physiological or mental dysfunction of the individual.

The basal metabolic rate (BMR) varies with individuals and is dependent on body size, age, sex, and the secretion of the endocrine glands.

The quantity of food needed by individuals depends on energy needed for basic body processes and on energy expended in physical activity.

The caloric energy value of food is measured in heat units.

Food provides energy for the body's functions.

Efficiency of utilization of foods varies with individuals.

Heredity plays a part in determining obesity.

Excessive amounts of nutrients are of no special nutritional benefit, and they may be harmful.

Many kinds and combinations of food can lead to a well-balanced diet.

Each nutrient has specific functions in the body.

The biological requirement for nutrients is a continuous process throughout the life cycle.

The amounts and proportions of nutrients needed are influenced by body size, age, sex, and physical activity.

Suggestions for amounts of nutrients needed by the body should be made by trained nutrition scientists.

The recommended dietary allowances (RDAs) are the levels of intake of essential nutrients, which, on the basis of scientific knowledge, are judged to be adequate to meet the known nutritional needs of practically all healthy persons.

The Daily Food Guide is a guide for using ordinary foods to obtain the nutrient needs of individuals and families.

Science of Nutrition—Continued

Some nutrients work most efficiently in the body when teamed with other nutrients.

Technological advances have greatly affected the American diet.

Preservation techniques currently in use are intended to maintain a constant food supply.

Food industry practices can affect the quantity of nutrients in foods.

Foods can be preserved through the processes of dehydrating, freezing, canning, and pickling.

If foods are not properly preserved, microorganisms may grow and cause either disease or harmful toxins.

Food additives are not limited to artificial or synthetic chemicals but also may include natural substances.

Additives may be used to enrich food, enhance flavor, improve texture, retain moisture, retard spoilage, or improve color.

Food-borne illnesses are caused by eating food containing certain microorganisms or the poisons they produce.

The two major types of disease-producing bacteria connected with food-borne diseases are (1) bacteria that grow in the body and produce infection; and (2) bacteria that grow in food and produce toxins.

Contaminants are unplanned, unwanted additives.

Contaminants may enter food at any stage of production, processing, or distribution.

Some foods contain natural toxins.

Supplementation of the diet is not necessary if one is eating a balanced diet.

Fortification of food is one method of supplementing the diet of large numbers of people.

Vitamin and mineral supplements may be necessary for women in their child-bearing years, for women who are pregnant or who are breast feeding, and for elderly or very inactive people.

Guides to Selecting a Balanced Diet

Recommended dietary allowances (RDAs) are established by the National Academy of Sciences and are revised as needed every five years. These allowances are specific for sex and age groups.

The Food and Drug Administration's U.S. RDAs, which are used in labeling food, are based on the National Academy of Sciences' RDAs. The U.S. RDAs are not specific for sex and age groups.

A balanced diet includes a wide variety of foods.

Guides to Selecting a Balanced Diet—Continued

The Daily Food Guide, which is provided by the U.S. Department of Agriculture, can be used by all educational and income levels. It provides a manageable approach to making food choices.

The basic food groups used as the basis of the Daily Food Guide are vegetable-fruit group; bread-cereal group; milk-cheese group; meat, poultry, fish, and bean group; and fats, sweets, and alcohol.

The Daily Food Guide serves as a guide for planning balanced meals.

The basic food groups can be understood by all age groups.

Dietary guidelines have been developed by the USDA and HHS to help the consumer select a healthy diet.

A vegetarian eating pattern can be healthy and fully nourishing, if foods are chosen with attention to meeting nutrient needs.

One may select any of three types of vegetarian diets, as follows: (1) the strict vegetarian eats only fruit, grains, and vegetable products; (2) the lacto-vegetarian includes milk and dairy products in his or her diet; and (3) the lacto-ovovegetarian also includes eggs in his or her diet.

People adhere to a vegetarian food pattern because of religious, cultural, or health reasons, or because of personal preferences or beliefs.

Adequate protein can be obtained on a meatless diet.

Vitamin B_{12} is available only in foods of animal origin and must be taken as a supplement by those on a strict vegetarian diet.

A vegetarian diet can be cost efficient as meats tend to be more expensive than fruits, vegetables, and grains.

Low-calorie diets are designed to achieve proper nourishment. They contain fewer calories than are expended by the individual and thus result in a gradual weight reduction.

In chronic diseases where diet may be important (i.e., heart abnormality, high blood pressure, stroke, dental caries, diabetes, and some forms of cancer), the role of specific nutrients has not been defined.

A major indicator of possible heart attack is high blood (serum) cholesterol. Eating large amounts of saturated fats (dietary cholesterol) may increase blood cholesterol levels.

Eating more foods that are high in fiber tends to reduce the symptoms of chronic constipation, diverticulosis, and some types of digestive problems.

Persons who are lactose intolerant are unable to digest milk sugar or lactose. They also may need to refrain from eating certain dairy products, depending on the severity of the condition.

The Zen macrobiotic diet involves a series of diets progressing from the lowest level, which allows 30 percent animal products, to the highest level, which consists entirely of cereal and restricted amounts of fluids. Disciples of this diet have developed a spectrum of nutritional problems from mild starvation to death.

Guides to Selecting a Balanced Diet—Continued

A fruitarian diet is limited to raw and dried fruits, nuts, honey, and olive oil; however, a broader selection of vegetables and grains is needed to obtain adequate amounts of all essential nutrients.

"Organic foods" is a term commonly used to mean foods grown and processed without the use of "chemical fertilizers." Adherents claim that such foods have health, flavor, and ecological advantages; however, no scientific evidence indicates that either taste or nutrient quality is affected when a chemical fertilizer is used in the production of food.

Protein supplements in the diet are not necessary, because the basic diet followed regularly provides abundant protein. The disadvantages of such supplements are: (1) protein is the least efficient source of energy; (2) high-protein diets dehydrate the body, because they demand large amounts of water for urinary excretion of nitrogenous metabolic by-products; (3) in excessive amounts, protein supplements may cause loss of appetite and diarrhea; and (4) they are a needless expense.

Megavitamin therapy is a controversial area of nutrition. Although no one disputes the role of vitamins in maintaining normal health, the amounts needed are relatively small and generally can be obtained from a balanced diet of foods and normal exposure to sunshine.

Careers in Foods and Nutrition

Careers related to nutrition and food use are many and varied. Many entry-level jobs in the food industry do not require advanced education; other food-related careers require a college education. Food-handling positions range from workers in grocery stores and canning plants to food technologists and government inspectors. Food-service careers involve food preparation, customer service, sanitation, and management. The home economics area offers many food-related careers such as those in education, cooperative extension, dietetics, nutrition communications, business, consumer affairs, and research.

Training Opportunities

Many high schools offer training in occupations related to nutrition and food use.

Schools offer courses in food preparation and management.

Many food-service operations have management training programs.

Community colleges prepare students for middle-management positions in occupations related to nutritional knowledge and food use.

Colleges and universities offer programs that can prepare individuals for management positions in the food industry.

Information on careers in food and nutrition may be obtained from: (1) the American Dietetic Association; (2) the American Home Economics Association; (3) the Bureau of Labor Statistics; (4) the Institute of Food Technology; and (5) the U.S. Department of Agriculture.

A wide array of career possibilities related to nutrition and food awaits today's students.

Career Opportunities

Many career opportunities exist in the food-service industry.

Food-service careers include food preparation, consumer service, sanitation, and management.

Entry-level positions in food services require little or no previous experience.

Customer service involves working with people in food establishments.

Food sanitation involves cleaning and maintenance of equipment.

Management in food services involves working with employers and customers.

Management positions in food services include owners, managers, assistant managers, and dietitians.

Some management positions require a college degree; others may be obtained through training programs and/or experience.

After food is grown and harvested by farmers, it is handled by many people before it reaches the consumer.

Career Opportunities—Continued

Food-handling positions range from workers in grocery stores and canning plants to food technologists and government inspectors.

Home economists can work in many food-related areas, such as education, cooperative extension, dietetics, nutrition communications, business, consumer affairs, and research.

Some examples of careers related to nutritional knowledge and food use are the following:

Advertising copywriter
Agricultural extension service worker
Airline food service supervisor
Baker
Busboy or busgirl
Butcher
Cafeteria counter attendant
Cafeteria supervisor
Caterer
Chef or cook
Concessionaire
Conservationist
Consumer-business liaison
Consumer consultant
Consumer and homemaking education teacher in high school or college
Cooking school owner
Cooperative extension food specialist
Diet counselor
Dietitian
Dining room hostess
Farmer
Food broker
Food checker (grocery store)
Food chemist
Food decorator
Food editor
Food inspector
Food microbiologist/bacteriologist
Food photographer
Food processing industry
Food production
Food protection
Food service director
Food technologist
Free-lance writer or consultant
Gourmet cookware shop owner
Grocery store or specialty food store owner
Kitchen helper
Maitre d'hotel
Marketing specialist
Menu planner
Merchandising director
Nutritionist
Nutrition researcher
Oceanographer
Pantry supervisor (hotel)
Parasitologist
Public health nutritionist
Publicity director for food company
Public utilities home economist
Quality control manager
Radio and television program host or hostess (food-related program)
Restaurant chain executive
Restaurant manager, assistant manager
Restaurant owner
Short-order cook
Soil scientist
Space food technologist
Test kitchen home economist
Waiter or waitress

Resource Materials

Nutrition Resources

Some of the resources that teachers can use are the following:

- Agencies—federal, state, and local government
- Colleges and universities
- Professional nonprofit agencies
- Private industry
- Books
- Booklets and pamphlets
- Periodicals and serial publications
- Bibliographies
- Food models
- Posters and bulletin boards
- Slides and filmstrips

Food Use Resource Materials

When teaching about nutritional knowledge and food use, the teacher must have reliable information. Information on dieting and nutrition comes from a variety of sources. One has only to browse through a bookstore to become aware of the conflicting information available on the topic of nutrition. Even among trained nutritionists, controversy exists. Nutrition is a relatively new science where research is ongoing and new findings occur regularly.

How can one know which information source is valid? Guidelines can assist those who wish to be certain that the information they are imparting is based on a sound scientific base. Professional journals and government agencies specializing in nutrition are often good sources of information. To help determine the validity of nutritional information, one can ask the following questions:

- Is the material published by a reputable organization?
- Are there unusual claims or breakthroughs made—if so, do other authorities agree?
- Was the author trained by a recognized university or college in an area relevant to nutrition. Warning! A degree behind a name does not necessarily imply nutritional knowledge.
- Does the author of the material cite valid, current references, and does the author acknowledge the advice or assistance of recognized experts?
- Are reviews of professional journals available?

If there is doubt regarding the validity of a nutritional resource, reliable information can be obtained from the Society for Nutrition Education, 2140 Shattuck Avenue, Suite 1110, Berkeley, CA 94704. Phone (415) 548-1363.

Many government agencies, nonprofit organizations, and commercial enterprises provide educational materials to teachers. These sources include the following:

Federal Government

U.S. Department of Agriculture
Office of Communications
Washington, DC 20250

Food and Nutrition Services (FNS)
Western Region
550 Kearny Street
San Francisco, CA 94108

Food Use Resource Materials—Continued

U.S. Department of Health and Human Services
Food and Drug Administration (FDA)
5600 Fishers Lane
Rockville, MD 20852
or
1521 West Pico
Los Angeles, CA 90015
or
50 United Nations Plaza
San Francisco, CA 94102

FDA Consumer Information
Government Printing Office
Washington, DC 20402

Food and Drug Administration
Consumer Information
Public Documents Distribution Center
Pueblo, CO 81009

Health Services and Mental Health Administration (HSMHA)

Office of Information
Parklawn Building
Rockville, MD 20852

Maternal and Child Health Services
Health Services Administration
U.S. Department of Health and Human Services
Washington, DC 20201

Office of Child Development
Children's Bureau
Washington, DC 20201

Public Health Service
Health Services Administration
Bureau of Community Health Services
Office of Maternal and Child Health
5600 Fishers Lane
Rockville, MD 20852

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Cooperative Extension
Federal Office
Room 5038, South Building
Washington, DC 20250

(Cooperative Extension is an educational program jointly sponsored by the USDA and administered through the University of California. The Expanded Food and Nutrition Education Program [EFNEP] is a part of this program. Nutrition education materials are available through county extension offices.)

California State Government

As a result of state and federal legislation, advisory boards and councils have been established for a variety of foods produced in California. These boards and councils are often good sources of nutrition information. Addresses and telephone numbers of the various boards and councils may be obtained by referring to the State of California Telephone Directory.

California State Department of Education
721 Capitol Mall
Sacramento, CA 95814

(The California State Department of Education makes available curriculum materials in nutritional knowledge and food use. Write to the above address with attention to the desired agency: (1) Home Economics Education or (2) Child Nutrition Services.)

Department of Health Services
Maternal and Child Health Branch
714-744 P Street
Sacramento, CA 95814

Women, Infants and Children Supplemental Feeding Program Section
1220 S. Street
Sacramento, CA 95814

Maternal and Infant Health Section
2150 Shattuck Avenue
Berkeley, CA 94709

Department of Food and Agriculture
Marketing Bureau of Sacramento
1220 N. Street, Room 210
Sacramento, CA 95814

Department of Aging
918 J Street
Sacramento, CA 95814

Department of the Youth Authority
Food and Nutrition Services
4241 Williamsborough Drive
Sacramento, CA 95823
Attention: Nutrition Consultant

Food Use Resource Materials—Continued

County Agencies

County health departments and county cooperative extension offices have materials available to promote nutritional knowledge and food use. Local health departments or cooperative extension offices may be contacted for information regarding available materials.

Colleges and Universities

Colleges and universities should not be overlooked as possible sources of nutritional information.

Nonprofit Organizations

American Association for Health, Physical Education, and Recreation
1201 16th Street, N.W.
Washington, DC 20036

American College of Obstetricians and Gynecologists
One East Wacker Drive, Suite 1700
Chicago, IL 60601

American Dental Association
211 East Chicago Avenue
Chicago, IL 60611

American Dietetic Association
620 N. Michigan Avenue
Chicago, IL 60611

American National Red Cross
Food and Nutrition Consultant
Washington, DC 20006

The American Public Health Association
1015 18th Street, N.W.
Washington, DC 20036

American School Food Service Association
4101 East Iliff Avenue
Denver, CO 80222

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, DC 20016

Blue Cross of Northern California
1950 Franklin Street
Oakland, CA 94659

Blue Cross of Southern California
4777 Sunset Blvd.
Los Angeles, CA 90027

American Home Economics Association
1600 Twentieth Street, N.W.
Washington, DC 20009

The American Institute of Nutrition
9650 Rockville Pike
Bethesda, MD 20024

American Medical Association
Department of Food and Nutrition Service
535 North Dearborn Street
Chicago, IL 60610

Institute of Food Technologists
221 North LaSalle Street
Suite 2120
Chicago, IL 60601

International Childbirth Education Association
Publications/Distribution Center
P.O. Box 9316
Midtown Plaza
Rochester, NY 14604

La Leche League International, Inc.
9616 Minneapolis Avenue
Franklin Park, IL 60131

National Child Nutrition Project
303 George Street
New Brunswick, CA 98901

National Foundation March of Dimes
Professional Education Department
P.O. Box 2000
White Plains, NY 10602

The Nutrition Foundation, Inc.
Office of Education and Public Affairs
99 Park Avenue
New York, NY 10016

Bureau of Nutrition Education and School Food Services
Massachusetts State Department of Education
Boston, MA 02111

California School Food Service Association
P.O. Box 74188
Los Angeles, CA 90004

Food Use Resource Materials—Continued

The Children's Foundation
WIC Bulletin
1026 17th Street, N.W.
Washington, DC 20036

Food and Nutrition Board
National Research Council
2101 Constitution Avenue
Washington, DC 20037

Nutrition Today Society
1500 Eckington Place, N.E.
Washington, DC 20002

Society for Nutrition Education
National Nutrition Education Clearing House
2140 Shattuck Avenue, Suite 1110
Berkeley, CA 94704

Public Affairs Pamphlets
381 Park Avenue South
New York, NY 10016

Private Industry

Many companies involved in different branches of the food industry provide educational materials and instructional aids for the classroom. Some of the materials are provided free of charge, but other materials may have costs attached. Care should be exercised in using private industry materials. Many are excellent classroom resources, while others tend to promote products.

Books

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Better Nutrition for the Nation. Washington, D.C.: U.S. Department of Agriculture, Human Nutrition Center, 1979.

Feeding the Teen Machine. Minneapolis, Minn.: General Mills, Inc.

This is a pamphlet that describes basic foods and nutrition for teenagers.

Food and Fitness and *Help Yourself.* San Francisco: Blue Cross of Northern California.

These booklets contain articles on food written by experts. The first 25 copies are free.

Food for You. Lexington, Mass.: Ginn & Co.

This is a self-teaching book on basic nutrition and health.

The Hassle-Free Guide to a Better Diet (Leaflet No. 567.) Washington, D.C.: U.S. Department of Agriculture.

Iron—How Much Do You Need? Richmond, Calif.: Agricultural Extension Service.

This is one of several one-page articles on nutrients in different foods.

More Than You Ever Thought You Would Know About Food Additives. Pueblo, Colo.: Consumer Information Center, 1979.

My Baby's First Food (Leaflet No. 21174). Berkeley, Calif.: University of California.

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This and other learning packages are available from the American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, DC 20036.

Nutrition and Your Health—Dietary Guidelines for Americans. Washington, D.C.: U.S. Department of Agriculture.

Nutrition Fact Sheets. University Park, Pa.: Nutrition Information Resource Center.

This is a series of 22 fact sheets on nutrition.

Nutritive Value of Convenience Foods. Hines, Ill.: West Suburban Dietetic Association, 1979.

Recipe for Healthy Babies. White Plains, N.Y.: March of Dimes Birth Defects Foundation, 1979.

Why Not Stay Healthy While You're Pregnant? St. Paul, Minn.: Agricultural Extension, University of Minnesota.

This is a series of self-teaching booklets on basic nutrition and prenatal nutrition.

Selected Periodicals

American Journal of Clinical Nutrition
9650 Rockville Pike
Bethesda, MD 20014

Consumer News
Office of Consumer Affairs
U.S. Government Printing Office
Superintendent of Documents
Washington, DC 20402

This biweekly newsletter is designed to provide information on what the federal government is doing to protect consumers.

Food Technology
Institute of Food Technology
221 N. Lasalle Street
Chicago, IL 60601

FDA Consumer
U.S. Department of Agriculture
U.S. Government Printing Office
Washington, DC 20402

This consumer magazine is published ten times a year.

Health Education
American Alliance for Health, Physical Education and Recreation
1201 16th Street, N.W.
Washington, DC 20036

This journal is published six times a year.

Illinois Teacher of Home Economics
Division of Home Economics Education
Department of Vocational and Technical Education
351 Education Building
University of Illinois
Urbana, IL 61801

This journal is published five times during the academic year.

Journal of Nutrition Education
Society for Nutrition Education
2140 Shattuck Avenue, Suite 1110
Berkeley, CA 94704

This journal is published quarterly.

Food Use Resource Materials—Continued

Nutrition News
National Dairy Council
6300 North River Road
Rosemont, IL 60018

Nutrition Today
Nutrition Today Society
Director of Educational Services
107 Ridgely Avenue
Annapolis, MD 21401

This is a bimonthly publication

Bibliographies

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Catalogs of materials available may be obtained by contacting the Food and Nutrition Information and Education Materials Center, Agriculture Library, Room 304, Beltsville, MD 20705. Phone: (301) 344-3713.

Vegetarians and Vegetarian Diets. Berkeley, Calif.: Society for Nutrition Education, 1978.

Weight Control and Obesity. Berkeley, Calif.: Society for Nutrition Education, 1978.

Food Models and Charts

"Food Models." Rosemont, Ill.: National Dairy Council.

This package consists of 146 cardboard color food models.

"Food Comparison Cards." Rosemont, Ill.: National Dairy Council.

The cards present colored bar graphs that show the nutrient profiles of 57 popular foods.

"Food Replicas." Modesto, Calif.: Nasco West.

Replicas of 200 foods may be purchased from Nasco West, Box 3837, Modesto, CA 95352.

Instructional Materials

Good Ideas Book Co.
P.O. Box 116
Gillitee, NJ 07933

Crossword Puzzles to Teach Nutrition

Graphics Co.
P.O. Box 3311
Urbana, IL 61801

The Nutrition Game and the *Calorie Game.* These board games are for two to six players. Players learn about nutrition, calories, nutrient content of foods, and RDA.

Home Economics School Service
10000 Culver Blvd.
Department 8
P.O. Box 802
Culver City, CA 90230

Nourish. This is a game using a deck of 128 plasticized cards divided into eight suits to represent eight different nutrients. Fourteen different card games can be played in groups of one to 20. A pretest and post-test are included.

Super Sandwich. This is a board game in which students purchase food to meet their daily requirements of calories, protein, and five vitamins and minerals (for two to four players).

National Health Systems
P.O. Box 1501
Ann Arbor, MI 48106

Soup's On, Good Losers, and *Wheels.* This is a set of three educational games.

Nutrition Education Services Center
Montclair State College
Upper Montclair, NJ 07043

Teach Nutrition with Games. This is a 12-page booklet with easy-to-prepare game ideas.

Washington State University
Cooperative Extension
Pullman, WA 99163

Food-O. This Bingo-like game is for up to 45 players.

Food Use Resource Materials—Continued

Posters/Bulletin Boards/Flip Charts

Cornell University
Mailing Room
Building No. 7
Research Park
Ithaca, NY 14853

Nutrition for Those with Special Needs, Pregnant Women, Young Children, Infants. This is a series of flip charts with lesson plans.

Cornell University
Media Services-Printing
B-10 Martha Van Rensselaer Hall
Ithaca, NY 14853

Calories: Food and Activity. These flip charts are designed to help the person who wishes to gain or lose weight. Each chart is a single idea concept that can be used in teaching by itself or combined with any number of the charts. Texts are written on the back of most of the charts to aid in discussion.

Comparison Shop with Unit Pricing. This series of 18 flip cards introduces unit pricing to consumers and illustrates how unit pricing can help them get the most for their food dollar.

Montclair State College
Nutrition Education Service Center
Upper Montclair, NY 07043

Teach Nutrition with Bulletin Boards. This pamphlet describes ideas and variations for bulletin board displays.

National Dairy Council
6300 North River Road
Rosemont, IL 60018

Your Snacks, Chance or Choice. This package contains posters and a four-page teacher's guide.

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Daily Food Guide. This colored poster shows the Basic Food Group on one side and the number of servings needed daily on the other.

Slides and Filmstrips

Aviso Films
Box 5, Compton, CA 90223
What's In a Label

Christina Stark
3415 S. W. Chintimeni Avenue
Corvallis, OR 97330
The Fast Food Phenomenon (part of a master's thesis)

Cooperative Extension Service
118 Agriculture Administration Building
University Park, PA 16802
Preventing Childhood Obesity

Franklin Clay Films
P.O. Box 2213
Costa Mesa, CA 92626
Good Health for Happy Living

Current Affairs Films
24 Danbury Road
Wilton, CT 06897
Eating May Be Hazardous to Your Health
Teenage Nutrition—The Picture of Health

Ideal School Supply Co.
Oak Lawn, IL 60453
The Great Nutrition Robbery

National Dairy Council
6300 North River Road
Rosemont, IL 60018
Your Snacks, Chance or Choice

SUE
1345 Diversey Parkway
Chicago, IL 60614
Nutrition, Food and the Consumer—Parts I and II

Sunburst Communication, Inc.
Department TG
Pleasantville, NY 10570
Food/ Health and Diet
Nutrition and Exercise

Tupperware Educational Services
Box 2353
Orlando, FL 32802
Food Becomes You: Nutrition and the Human Body

Visual Aids
University of California
Davis, CA 95616
Losing Weight with a Little Help from Friends

Visual Communications Office
412-S Roberts Hall
Cornell University
Ithaca, NY 14853
Cut Food Costs
Energy: Our Food and Our Needs
How Children Learn About Food
Natural Foods—Good, Bad, Different
Nutrition Labeling: What's in It for You?
Positive Living in the Senior Years

Walt Disney Education Media
500 South Buena Vista
Burbank, CA 91521
Foods, Fads and Fallacies
Nutrition and You

Other Publications Available from the Department of Education

Nutrition Education Today is one of approximately 450 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Accounting Procedures for Student Organizations (1979)	$1.50
Bilingual Program, Policy, and Assessment Issues (1980)	3.25
California Private School Directory	5.00
California Public School Directory	11.00
California Public Schools Selected Statistics	1.50
California School Accounting Manual (1981)	2.50
California Schools Beyond Serrano (1979)	.85
California's Demonstration Programs in Reading and Mathematics (1980)	2.00
Curriculum Design for Consumer Education, K—14 (1974)	1.00
Curriculum Models for Consumer and Homemaking Education (1977)	3.50
Discussion Guide for the California School Improvement Program (1978)	1.50*†
District Master Plan for School Improvement (1979)	1.50*
Eating Habits of Students in California Public Schools, A Summary (1981)	2.50
Education of Gifted and Talented Pupils (1979)	2.50
Establishing School Site Councils: The California School Improvement Program (1977)	1.50*†
Foreign Language Framework for California Public Schools (1980)	2.50
Guide to California Private Postsecondary Career Education (1980)	5.00
Guide to School and Community Action (1981)	1.75
Guidelines and Procedures for Meeting the Specialized Health Care Needs of Students (1980)	2.50
Guidelines for School-Based Alcohol and Drug Abuse Programs (1981)	1.00
Handbook for Planning an Effective Reading Program (1979)	1.50*
History—Social Science Framework for California Public Schools (1981)	2.25
Home Decorating and Furnishings Occupational Guide (1979)	2.75
Hospitality Occupations Curriculum Guide (1977)	3.00
Improving the Human Environment of Schools (1979)	2.50
Instructional Materials Approved for Legal Compliance (1981)	3.50
Instructional Patterns for Consumer and Homemaking Education (1976)	6.00
Instructional Patterns for Maximizing Human Potential (1978)	7.00
Interim Guidelines for Evaluation of Instructional Materials with Respect to Social Content (1981)	1.50
Manual of First Aid Practices for School Bus Drivers (1980)	1.25
Maximizing Human Potential: A Curriculum Design (1977)	2.50
Menu Planning: Course for School Food Service Personnel (1977)	3.50
Monograph on Staff Development (1980)	1.50
New Era in Special Education: California's Master Plan in Action (1980)	2.00
Pedestrian Rules of the Road in California—Primary Edition (1980)	1.50
Physical Performance Test for California, Revised Edition (1981)	1.50
Planning for Multicultural Education as a Part of School Improvement (1979)	1.25*
Planning Handbook (1978)	1.50*
Proficiency Assessment in California: A Status Report (1980)	2.00
Proficiency Skill Development Kit (1980)	7.50
Putting It Together with Parents (1979)	.85†
Reading Framework for California Public Schools (1980)	1.75
Relationship Between Nutrition and Student Achievement, Behavior, and Health (1980)	4.00
Science Framework for California Public Schools (1978)	1.65
School Improvement: Making California Education Better (brochure) (1981)	NC*
Student Achievement in California Schools	1.25
Students' Rights and Responsibilities Handbook (1980)	1.50†
Teaching About Sexually Transmitted Diseases (1980)	1.65
Toward More Human Schools (1981)	1.75

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

†Also available in Spanish, at the price indicated.
*Developed for implementation of School Improvement.

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